

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 1 - *Significance*
THE RISE OF TOTALITARIANISM AND ITALIAN FASCISM

1. What was new about twentieth century dictators? Explain why the term *totalitarian* was now needed.

2. What is a totalitarian government? List some of its characteristics.

3. Why were many Italians unhappy in the years following the First World War?

4. Explain what happened during Mussolini's March on Rome?

5. a) What did Mussolini believe was the ultimate goal of a fascist government?

- b) Provide an example of Mussolini attempting to fulfill this goal.

CHAPTER 4 - EXERCISE 2 - Evidence
HIROSHIMA

Toge Sankichi was born in Japan in 1921. He was twenty-four when the atomic bomb was dropped. He died at age thirty-six, a victim of leukemia resulting from the A-bomb. Read his poem on page 138 and answer the questions below. Provide evidence for your answers by highlighting or underlining the parts of the poem that help you answer the questions.

1. Which words or images does Sankichi use to describe the effect of the bomb on the people of the city?

2. How does he describe the effect of the bomb on the structure of the city?

3. In addition to visual images, Sankichi appeals to the reader's senses in several ways. Give some examples of this.

4. What long-term effects may there have been for the citizens of Hiroshima?

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 3 - *Continuity and Change*

CANADA AFTER THE SECOND WORLD WAR

1. Complete the following table highlighting the changes that took place in Canada after the Second World War.

ECONOMIC EFFECTS	
POLITICAL EFFECTS	INCREASED REPUTATION:
	TROOPS RECOGNIZED FOR:
	ENGLISH-FRENCH RELATIONS:
	ROLE OF GOVERNMENT:
	CIVIL RIGHTS:
SOCIAL EFFECTS	

2. What was Pier 21?

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 4 - Cause and Consequence

CAUSES OF THE SECOND WORLD WAR

1. List the fundamental causes of the Second World War. Rank these causes according to which you think contributed most to the coming war. Remember, this is an exercise in opinion only.

2. Complete the following table outlining the three appeasement crises.

VICTIM	YEAR	ACTION TAKEN	LEAGUE RESPONSE
Rhineland			
Austria			
Czechoslovakia			

3. What action finally signaled the failure of the policy of appeasement?

4. What was Hitler's reason for signing the Nazi-Soviet Pact?

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 5 - *Perspective*

JOURNAL ENTRY

1. Imagine you live in 1939, just as the Second World War was starting.
2. Decide which ethnic or marginalized group you want to imagine yourself to be in. (We know we can never understand everything about someone else's culture, but we can try with our imagination.)
 - a. Indigenous Canadian
 - b. Black Canadian
 - c. Chinese Canadian
 - d. Japanese Canadian
 - e. Female Canadian
3. Write a journal entry pretending you are the person you chose. Write about your feelings about the upcoming war, if you would like to be involved in the effort or not, and why. Include your opinions about the war and its effects on society. Try to write this journal without looking at the *Student Workbook*.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name_____ Block_____ Date_____

CHAPTER 4 - EXERCISE 6 - *Ethical Judgment*
DISCRIMINATION IN CANADA DURING THE SECOND WORLD WAR

1. Complete the following table outlining the discrimination that took place in Canada during the Second World War.

VICTIM OF PREJUDICE	DETAILS (Nature of the Discrimination)
Enemy Aliens	
Pro-NAZI Political Parties	
Religious Groups	
Black Canadians	
Jewish Refugees from Europe	

2. In what sense was Canada's immigration policy restrictive?

3. In 1938, what change did the Canadian League of Nations Society seek from Prime Minister King?

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 6 - *Ethical Judgment*
DISCRIMINATION IN CANADA DURING THE SECOND WORLD WAR

4. The status of Japanese Canadians changed with the bombing of Pearl Harbor. Complete the following table outlining these changes.

	BEFORE PEARL HARBOR	AFTER PEARL HARBOR
REASON FOR DISCRIMINATION		
METHODS OF DISCRIMINATION	<u>1907:</u>	<u>Internment:</u>
	<u>1928:</u>	<u>Custodian of Aliens Act:</u>
	<u>The Vote:</u>	<u>Deportation Law:</u>

5. In 1988, what compensation was each surviving internee given?

CHAPTER 4 - EXERCISE 7

CANADA'S ROLE IN THE SECOND WORLD WAR

Scenario:

The year is 1939. There is a growing feeling of unrest in the international community, and it is becoming increasingly apparent that war is at hand. Canadian politicians are divided on what role, if any, Canada should play if war breaks out.

Place yourself in that time and place. Considering the many issues, what do you think Canada should do?

A few factors to consider (in no particular order):

- The First World War
- The rise of Nazi Germany
- The violation of the Treaty of Versailles
- The claim that the Treaty of Versailles was too harsh
- The League of Nations
- Isolationism
- The rise of Communism
- The Spanish Civil War
- Italy's invasion of Ethiopia
- Fear of conscription
- Canada's size
- Quebec
- Canada-British relations
- Alternative methods of dealing with the conflict

Assignment:

Write a persuasive mini essay outlining your opinion on Canada's role in the war to come. Support your ideas with reference to at least three of the above factors. Your mini essay should be two to three paragraphs, and at least one page in length.

Remember that the year is 1939, so you are not aware of anything that happened after this date. Use the space below to plan your ideas.

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 8

THE FAILURE OF DEMOCRACY IN GERMANY

1. Why did the German government form a democracy after the First World War?

2. What was the name of Germany's new democratic government?

3. Complete the following table outlining some of the reasons for the failure of the Weimar Republic.

THREAT TO THE REPUBLIC	EXPLANATION (Why was this a threat?)
Association with the Treaty of Versailles	
Association with the collapse of the mark and the Great Depression	
Adolf Hitler	

4. When and why did "ordinary" inflation become hyper-inflation in Germany?

CHAPTER 4 - EXERCISE 9

NAZI GERMANY AND STALIN'S SOVIET UNION

1. Complete the following table describing the basic principles of the Nazi party.

EXTREME NATIONALISM	Definition:
ANTI-DEMOCRATIC	Definition:
ANTI-SEMITISM	Definition:
	Hitler's Motive:
	Significance:
MILITARY POWER	Why?

2. As the German people became increasingly dissatisfied with the democratic Weimar Republic, they turned to political parties to the left and to the right. Which parties represented the left and right wing parties in Germany at the time?

3. When Hitler was elected in 1932, what became his title?

4. After Hitler outlawed the communists from the Reichstag and thereby received a majority, he passed the _____, which effectively made him all-powerful.

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 9

NAZI GERMANY AND STALIN'S SOVIET UNION

NAZI GERMANY

5. What happened during the "Night of the Long Knives" in June 1934?

6. What restrictions did Jewish people face when Hitler enacted the Nuremburg Laws?

7. What happened on November 9, 1938?

8. What was the name of Germany's secret police?

THE SOVIET UNION UNDER STALIN

9. What was Stalin's primary goal? Why?

10. How did Stalin intend to achieve this goal? List at least four steps.

11. Why did Stalin sign a Nazi-Soviet Pact in August of 1939?

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 10

BATTLES OF THE SECOND WORLD WAR

Complete the tables for each battle of the Second World War. The battles here are presented along chronological lines, not according to locale.

BATTLE: THE INVASION OF POLAND	SO WHAT? (Canadian Involvement / Significance)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	

BATTLE: THE BATTLE OF BRITAIN	SO WHAT? (Canadian Involvement / Significance)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	

BATTLE: THE INVASION OF THE SOVIET UNION	SO WHAT? (Canadian Involvement / Significance)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 10

BATTLES OF THE SECOND WORLD WAR

BATTLE: DIEPPE	SO WHAT? (Canadian Involvement / Significance)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	

BATTLE: BATTLE OF THE ATLANTIC	SO WHAT? (Canadian Involvement / Significance)
WHEN:	
WHERE:	
WHAT:	
TECHNOLOGY USED:	
OUTCOME:	

BATTLE: THE BATTLE OF STALINGRAD	SO WHAT? (Canadian Involvement / Significance)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 10

BATTLES OF THE SECOND WORLD WAR

BATTLE: THE NORMANDY LANDING	SO WHAT? (Canadian Involvement / Significance)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	

BATTLE: LIBERATING THE NETHERLANDS	SO WHAT? (Canadian Involvement / Significance)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	

BATTLE: HIROSHIMA	SO WHAT? (Canadian Involvement / Significance)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	

BATTLE: NAGASAKI	SO WHAT? (Canadian Involvement / Significance)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 11
THE CAUSES OF THE WAR IN THE PACIFIC

1. What needs fuelled Japanese imperialist expansion in the 1930s?

2. In 1931, the Japanese army invaded _____. Later, as the Japanese empire expanded in the Pacific, how did the Americans respond?

3. Why did the commander-in-chief of the Japanese Imperial Navy draw up a plan to attack Pearl Harbor?

Read President Roosevelt's speech on the next page before answering questions 4-6.

4. Why did the Americans feel deceived by the Japanese?

5. What was the intention of the Japanese attack on Pearl Harbor?

6. What is the significance of the attack on Pearl Harbor in terms of the progress of the War in the Pacific?

CHAPTER 4 - EXERCISE 11

THE CAUSES OF THE WAR IN THE PACIFIC

Day of Infamy

Yesterday, December 7, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government had deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong. Last night Japanese forces attacked Guam. Last night Japanese forces attacked the Philippine Islands. Last night the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation.

As Commander-in-Chief of the Army and Navy I have directed that all measures be taken for our defense. Always will we remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make very certain that this form of treachery shall never endanger us again.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces -- with the unbounded determination of our people -- we will gain the inevitable triumph -- so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire.

Franklin D. Roosevelt
The White House, December 8, 1941

Name_____ Block_____ Date_____

CHAPTER 4 - EXERCISE 12
WWII - THE CANADIAN HOME FRONT

1. List two ways in which the traditional role of Canadian women changed during the Second World War.

2. Despite these advances, what inequalities in the workforce remained?

3. In what way did Canada contribute a "total war" effort?

4. How would you describe the level of government involvement in Canada's war effort? Provide examples to support your response.

5. a) Why did Canada become worried that Allied countries would no longer buy supplies from Canada?

- b) What action did Prime Minister King take in response?

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 12
WWII - THE CANADIAN HOME FRONT

6. What type of propaganda was used in Canada to encourage the war effort?

7. What was the British Commonwealth Air Training Plan?

8. Who trained at "Camp X"?

9. Complete the following table. The left column lists some of the issues of the 1917 Conscription Crisis. In the right column, list the key issues of the 1942-1944 Conscription Crisis.

1917 Conscription Crisis	1942-1944 Conscription Crisis
The number of volunteers declined after 1916.	
Casualties increased in 1917.	
French-Canadians resisted conscription.	
The conscription crisis threatened to bring down the government.	
Pacifists spoke out against the war.	

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 13

THE HOLOCAUST

1. Why did Jewish people have a difficult time fleeing Germany to neighbouring countries?

2. What was the St. Louis ocean liner meant to do?

3. Why weren't the Jewish refugees allowed to disembark upon reaching Cuba?

4. What happened to the St. Louis after it left Cuba?

5. a) What was the "final solution"?

b) This type of action is called _____, which means the systematic extermination of a religious or ethnic group.

7. List the ways in which Jewish people were killed en route to and in concentration camps.

8. What would happen to the bodies of those killed in the gas chambers?

CHAPTER 4 - EXERCISE 14

ANTI-SEMITISM

The most horrifying legacy of the Nazi regime was its deliberate effort to eliminate Europe's Jewish population. The persecution of the German Jews began with the Nuremberg Laws in 1933. At first Jewish citizens were removed from jobs in government, teaching and the media. They were banned from entering shops and were forced into separate Jewish schools, had a nightly curfew, and were forbidden to marry non-Jews. They were attacked on the streets and their businesses were vandalized. Eventually, many Jewish people were rounded up and taken to concentration camps, where six million Jewish people were killed.

Anti-Semitism also existed in Canada in the 1920s and 1930s, as some industries refused to hire Jews. There were no Jewish judges, lawyers, or professors, and few Jewish teachers. Many clubs and resorts openly displayed signs on their doors declaring "No Jews Allowed." Several small fascist parties were formed in Canada during the 1930s, which were anti-Jewish, anti-Black, and anti-Asian. Also, Canada's immigration policy in the 1920s and 1930s was restrictive. British and American immigrants were "preferred" while immigrants of other backgrounds were actively discouraged. In 1938, the Canadian League of Nations Society met with Prime Minister Mackenzie King to appeal to the government to accept Jewish refugees based on purely humanitarian grounds. One government official, Norman Robertson, summarized the situation this way: "We don't want to take too many Jews, but in the present circumstances particularly, we don't want to say so."

1. Describe the "present circumstances" to which the Canadian government official was referring.

When asked how many Jews the Canadian government intended to allow to enter Canada, another Canadian government official responded, "*None is too many.*"

The following quotations are excerpted from the book entitled *None is Too Many*, by Irving Abella & Harold Troper, published by Lester & Dennys, Toronto.

CHAPTER 4 - EXERCISE 14

ANTI-SEMITISM

Frederick Charles Blair became Director of the Canadian Immigration Branch in 1936. In a revealing letter to a strong opponent of Jewish immigration he said the following:

I suggested recently to three Jewish gentlemen with whom I am well acquainted, but it might be a very good thing if they would call a conference and have a day of humiliation and prayer, which might profitably be extended for a week or more, where they would honestly try to answer the question of why they are so unpopular almost everywhere...I often think that instead of persecution it would be far better if we more often told them frankly why many of them are unpopular. If they would divest themselves of certain of their habits I am sure they could be just as popular in Canada as our Scandinavian friends are.

In 1938, when Germany invaded Austria, U.S. President Roosevelt called a conference of thirty nations to discuss the refugee problem, which was called the Evian Conference. After the conference, the Canadian government wished not to be bothered with the refugee issue again. As far as Mackenzie King was concerned, the admission of refugees perhaps posed a greater menace to Canada in 1938 than did Hitler.

In September 1938, less than a year before Canada declared war on Germany, King was still mixed in his attitude about Hitler—sorrowful over Hitler's methods but understanding of his motives. "He might come to be thought of as one of the saviours of the world," King wrote. "He had the chance at Nuremberg, but was looking to force, to might, and to violence as means to achieving his ends, which were, I believe, at heart, the well-being of his fellow-man; not all fellow-men, but those of his own race."

Finally, in 1939, King said to a Jewish delegation: "Kristallnacht might turn out to be a blessing."

2. Write a definition for anti-Semitism. Discuss whether or not you would consider Frederick Charles Blair to have been anti-Semitic.

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 14

ANTI-SEMITISM

3. Why might Canadian Prime Minister Mackenzie King have considered Jewish refugees to be a "greater menace" than Hitler?

4. Discuss whether or not you believe that "Kristallnacht might turn out to be a blessing," as stated by Prime Minister King to a Jewish delegation in 1939.

5. Using examples, discuss whether or not you would consider Prime Minister King to have been anti-Semitic.

CHAPTER 4 - EXERCISE 14

ANTI-SEMITISM

THE ST. LOUIS INCIDENT

After Kristallnacht many Jewish people desperately tried to leave Germany. It had become increasingly difficult and costly to obtain visas and the necessary funds to enter another country due to toughened immigration procedures. The ocean liner St. Louis presented an opportunity that, for many, seemed to be the last hope for escape. The ship was to take Jewish refugees from Germany to Cuba, where they would await their quota number to enter the United States. Upon arrival in Cuba, the ship was told to anchor in the harbour, but was not allowed to land. A lengthy period of negotiations ensued between the President of Cuba, the captain of the St. Louis, the local German official in Havana, the director of immigration in Cuba, and the American Jewish Joint Distribution Committee. Unknown to the captain of the St. Louis, Cuba had passed a new decree mid-voyage which nullified the landing permits that the Jewish refugees had purchased. The Cuban economy had begun to stagnate, and many blamed the incoming refugees for taking jobs that otherwise would have been held by Cubans. During the negotiations to allow the St. Louis to land, Nazi Minister of Propaganda, Joseph Goebbels, sent agents to Havana to stir up anti-Semitism, and fabricate hype about the passengers' criminal nature. Soon, these refugees were seen as a threat. The Cuban government wanted an additional \$500,000 to allow the refugees to land. The time period for coming up with the funds elapsed, and the option of landing in Cuba was officially closed. The St. Louis attempted to land in Florida, and in June 1939, it arrived off Canada's East Coast carrying 907 Jewish people, including 400 women and children.

Earlier in the year Canada had accepted nearly 3000 Sudeten German refugees, but now refused to allow the passengers on the St. Louis to enter Canada. It was believed that the Jewish refugees would not make good settlers. The ship was forced to return to Europe, and many of those on board eventually died in Nazi concentration camps.

6. Anti-Semitism aside, look ahead in this chapter and determine why Cuba, the United States, and Canada may have been reluctant to accept refugees in 1939.

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 14

ANTI-SEMITISM

ACCEPTANCE OF JEWISH REFUGEES DURING THE 12 YEARS OF THE NAZI REGIME

Country	Number of Jewish refugees brought in
United States	200,000
Palestine	125,000
Britain	70,000
Argentina	50,000
Brazil	27,000
China	25,000
Bolivia and Chile	14,000
CANADA	5,000

7. Some historians refer to the tragedy of the St. Louis as one of the darkest periods in Canadian history. Given your previous knowledge of Canadian history, would you agree? Explain.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CHAPTER 4 - EXERCISE 15

CONTRIBUTION OF MARGINALIZED PEOPLES DURING WWII

1. Complete the following chart providing significant details about each marginalized group's experiences during the Second World War. Include details about the following:
 - a. Was each group's experience positive, negative, or both? How so?
 - b. What was each group's experience after the war like?
 - c. Include any other details you consider significant.

MARGINALIZED GROUP	SIGNIFICANT DETAILS
Indigenous Peoples	
Black Canadians	
Chinese Canadians	
Japanese Canadians	
Canadian Women	

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 16

SUMMARY OF MINORITIES' CONTRIBUTIONS AND IMPACT

1. Watch the presentation on this website:

<https://prezi.com/ml1vb0pz8mr5/contributions-of-minorities-in-canada-during-ww2/>

2. What do you think are the most important elements of minority experiences in the Second World War. Choose 5 elements of 5 different groups. Write what you think is most important. Explain why you think so in at least 2 sentences.

i) _____

ii) _____

iii) _____

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 16
SUMMARY OF MINORITIES' CONTRIBUTIONS AND IMPACT

iv) _____

v) _____

3. Now consider the impact these minority groups' participation in the war had on Canadian society after the war. Select three ideas about the impact after the war. Write down each idea, and explain in two sentences why you think this is important.

i) _____

ii) _____

iii) _____

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 17

MINORITY GROUPS DURING WWII

Many different ethnic minorities contributed to the war effort in the Second World War. There are many aspects of minorities' experiences that are similar, and there are also aspects that are different and quite specific to a particular minority group. Organize these ideas by listing some similarities amongst the minority groups' experiences on the left hand side. On the right hand side, use each box to explain how each minority group had a unique experience - that is, the experiences they had that other minority groups did not.

Similarities	Differences

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 18

WARTIME CONFERENCES AND THE WAR CRIMES COURT

1. What was unique about the decision to try war criminals at Nuremberg?

2. How many Nazis were indicted for war crimes?

3. Complete the following tables on three of the seven wartime conferences.

TEHRAN (NOV - DEC 1943)	KEY PLAYERS:
	OUTCOME:
YALTA (FEBRUARY 1945)	OUTCOME:
POTSDAM (JULY - AUG 1945)	PLANNED OUTCOME:
	ACTUAL OUTCOME:

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 19

TECHNOLOGY AND THE SECOND WORLD WAR

1. What is meant by total war?

2. Identify the key(s) to winning modern wars.

3. How did these new key factors affect military strategy?

4. a) What form of attack proved to be less effective than expected at limiting the enemy's ability to make war?

b) What form of attack was effective in this regard?

5. What does *blitzkrieg* mean in English? Identify the two main machines that were involved in this form of attack.

6. Describe the tactics behind the concept of *blitzkrieg*.

Name_____ Block_____ Date_____

CHAPTER 4 - EXERCISE 19
TECHNOLOGY AND THE SECOND WORLD WAR

7. Compare and contrast the nature of combat in the two world wars.

8. What was the key feature in the Pacific Theatre? Why?

9. Identify several key technological features in the European Theatre.

10. How did leaders use the means of mass communication to their advantage during the Second World War? Provide examples.

Name _____ Block _____ Date _____

CHAPTER 4 - EXERCISE 20

WWII TRIVIA

Find someone who knows...

Trivia	Answer	Signature
The name of the leader of the NAZI party.		
The term for a dislike or hatred of Jewish people.		
The name for Germany's secret police - begins with a "G."		
The name of the Italian dictator who came to power in 1922.		
One of the causes of the Second World War.		
The name of one of the battles of the Second World War.		
The name for German submarines.		
The place where the Allies landed on D-Day.		
A Japanese attack that helped to bring the Americans into the war.		
The term for soldiers captured during wartime and put into camps.		
The city that was targeted by the world's first atomic bomb.		
The term for information that is spread to promote a specific cause.		
The name for the camps to which Japanese Canadians were sent.		
The term for Hitler's attempt to exterminate all Jewish people.		
A name of one of the "death" camps in Europe.		